

2013 Kentucky ACT Summit Featured Sessions

Louisville Marriott East – November 22, 2013

Actually, It's Not Rocket Science: Non Academic Impactors on ACT

Stirling Sampson, Principal, Franklin County High School

Kevin Heckler, Assistant Principal, Trunnell Elementary School

Target Audiences: Middle School, High School, Postsecondary

This session will focus on the impact of changing school culture on increasing ACT scores and resulting college enrollment rates. Trimble County High School moved from a 16.9 composite in 2009 (189th in the state) to a 20.8 composite in 2012 (21st in the state). The presentation has been updated to include the most recent data available from the Council on Postsecondary Education and the Georgetown Public Policy Institute. *Impact data to be shared:* ACT scores, college enrollment rates, graduation rates, drop out rates, etc.

Promoting College and Career Readiness through Planned Remediation

Jeremy Camron, College and Career Readiness Counselor, Apollo HS

Charles Broughton, Principal, Apollo HS

Keith Johnson, Guidance Counselor, Apollo HS

Mari Beth Stanley, Instructional Specialist, Owensboro Community & Technical College

Kevin Beardmore, VP of Student Affairs, Owensboro Community & Technical College

Target Audiences: High School, Postsecondary

Through the use of a school wide remediation program and a quality partnership with Owensboro Community and Technical College, Apollo High School's senior Class of 2013 made a significant increase in benchmark attainment on the ACT and ACT COMPASS assessments. Coming off an accountability year which ranked our school in the 34th percentile of the state our school was able a substantial gain in college and career readiness with the Class of 2013. Due the efforts of our staff and students, a significant number of seniors (100% college ready and those close to meeting all benchmarks) will no longer have to take remedial courses as college freshmen. This reality was a major part of our realistic discussions with the senior class and a vital part of painting the significance and relevance of meeting benchmarks while still in high school. The economics of college plays a vital role in the motivation of seniors to increase work ethic which in turn saves them money. *Impact data to be shared:* We will provide data showing the growth in college readiness from the 2011-2012 school year to the 2012-2013 school year based on ACT and ACT Compass Benchmarks. We will also highlight the use of ACT Work Keys test to bolster the number of career ready only students as part of our comprehensive plan for improvement in the CCR portion of the Kentucky Accountability System.

How 21st Century Innovation Yields College & Career Readiness; One School's Story

David Bolen, Principal, George Rogers Clark HS

Eric Osborn, College Readiness Coordinator, George Rogers Clark HS

Elizabeth Trimble, School Technology Coordinator, George Rogers Clark HS

George Rogers Clark High School began a total school overhaul three years ago and has completely transformed itself at all levels. Embracing change and 21st Century Skills has led to consistent gains on the PLAN, ACT, KPREP and AP tests. Innovative scheduling allows students to explore personal interests while pursuing academic rigor. Dual credit opportunities with BCTC and ECU allow students to earn college credit at a minimal cost. Students have the opportunity to earn up to 24 hours of college credit while enrolled. Learn how a progressive and open-minded approach to secondary education has propelled student achievement. *Impact data to be shared:* 3 year trend data on PLAN & ACT, 5 year AP test data, KPREP data, 3 year Dual Credit enrollment.

Bridging the Gap for CCR: Post Secondary & Secondary Partnerships

Donna Butler, College Readiness Coordinator, Owensboro Community & Technical College

Due to the strong partnerships between Owensboro Community & Technical College and surrounding high schools, several College & Career Readiness initiatives have been successfully implemented. In this session, learn how resources being offered free to students are enabling high school students to become College & Career Ready. *Impact data to be shared:* Data from the last 3 years will be provided

A Bridge Program's Effect on Non-College Ready Student Veterans

Brett Morris, Director of Admissions, Eastern Kentucky University

Target Audience: Postsecondary

More and more veterans are leaving military service and finding their way to college campuses across the nation. Most arrive academically prepared according to the baseline admissions criteria, but not all. Is your school "military friendly" or truly "military helpful". Come learn what one 4-year public university is doing to help student veterans bridge the transition to college. Dr. Brett Morris, will share the results of his doctoral research examining the Veterans Bridge to College Success (VBCS) program at Eastern Kentucky University, which provides an admission pathway for student veterans with low ACT or SAT test scores, no test scores, or marginal high school or college GPAs. The study utilized both quantitative and qualitative analyses to determine whether student veterans with known academic deficiencies prior to enrollment would persist and perform at similar rates as their academically proficient peers and examine whether their academic and social cohort experience in the VBCS program had any lasting effect upon their persistence. Learn more about what it takes to serve this population of students who have given some much to the defense of the nation. *Impact data to be shared:* Presentation will reveal how effective the VBCS program is at helping non-college ready student veterans persist and where improvements are needed to build upon the program's success.

Participation of Kentucky Students in College Transition Courses

Christine Mokher, Senior Research Scientist, CNA

Michael Flory, Research Scientist, CNA

Patty Kannapel, Regional Educational Laboratory (REL) Appalachia

This presentation shares findings of a study by the Regional Educational Laboratory (REL) Appalachia of the participation of 12th grade Kentucky students in math and reading transition courses, which are intended for students who test between one and three points below state benchmarks on the 11th grade ACT assessment. The study describes the participation and pass rates in transition courses of students who are: (1) meeting benchmarks: scoring at or above math or reading state benchmarks; (2) approaching benchmarks: scoring within 3 points below state benchmarks (the target group); and (3) below the benchmarks: scoring 4 or more points below benchmarks. We will discuss the implications these findings for implementing interventions for students who do not meet college readiness benchmarks, as well as directions for future research on these interventions. *Impact data to be shared:* The session discusses student-level ACT data from the Kentucky Department of Education (to determine whether students are targeted for transition courses), as well as course enrollment records, and credit earned in courses.

Avoiding the Abyss: Course Design to Meet Multiple Programmatic and Curricular Goals

Jennifer Nash, Fort Thomas Schools

Brandon Abdon, Fort Thomas Schools

Often CCR classes are considered black-holes of remediation where students and teachers alike eschew traditional or accelerated content for the sake of practicing the test or drilling skills. The teachers in this session highlight the curricular and instructional re-design of Highland High School's senior Language Arts class to encompass the College and Career Readiness Model while also offering college level composition skills and exposure to traditional literature. The session will examine the scope and sequence while also exploring the individualized instructional methods used to address weaknesses in students' skill development. Including but not limited to: ACT topic inventory for English test, utilization of sentence diagramming, creation of ACT-like questions for all class reading texts, student goal setting, etc. *Impact data to be shared:* Last year, the Class of 2013 boasted the highest composite score in Highlands High School's history. Their composite score of 24.3 is almost a full point above the previous graduating class score and is almost ½ point higher in every subject area over the junior scores. This helped the CCR portion of the accountability system to be one of the highest sections. This system utilized in our senior English classes is relatively new, being used in part last year, but entirely this year.

Incorporating Career Counseling Techniques for College and Career Readiness

Dr. DeNeia Thomas, Associate Professor of Counseling and Educational Psychology, Eastern Kentucky University

Dr. Keisha Love, Chair, School, Educational and Counseling Psychology and Associate Professor of Counseling Psychology, University of Kentucky

Target Audiences: Middle School, High School, Postsecondary

Ensuring college and career preparation is a critical responsibility grounded in career counseling theory (Krumboltz, 1996). There is a clear integration of the eight components of college and career readiness counseling and the counseling theory. Therefore, ensuring an intentional marriage of both facets will create an opportunity for application creating access to college and career pathways that promote full implementation of personal goals. *Impact data to be shared:* Anecdotal data and empirical research will be provided to inform practice and demonstrate accountability.

Tales from the Front Lines: De-stigmatizing Assessment Planning, Analysis, and Continuous Improvement

Dana Malone, Assessment Coordinator, Academic Enhancement, University of Kentucky

James Breslin, Associate Director, Academic Enhancement, University of Kentucky

As “data-driven” and “evidence-based” have become the watchwords so many administrators love, and that so many educators and support professionals love to hate, cultivating a culture of assessment at a program, unit, or institutional level has become an incredibly valuable tool in the field. This session will explore how to take stock of data that is already available, establish a regular assessment plan that evaluates progress toward learning outcomes, and utilize that data to make program enhancements through an examination of specific, tangible examples from our college readiness initiative, peer tutoring program, and a variety of academic support services. While the context for the session is higher education, we hope that all educators will benefit from a lively discussion about how to structure effective assessment practices to support and enhance student learning at all levels. *Impact data to be shared:* A meta-analysis of our cyclical assessment plan in order to demonstrate how effective and relatively easy it can be to generate and act on solid data. Examples include: data from a college readiness program that encompasses placement testing scores, time to readiness (which has decreased dramatically in the last 3 years), success in regular, credit-bearing coursework (success rates are now much higher at our institution than national or state-wide averages), demographic data of students who utilize the program (as compared to overall institutional demographics), evidence that links accessing peer tutoring to course success (or DFW) rates, and data that links accessing the program to first to second fall retention rates.

Using All Available Resources to Help Students Become College / Career Ready

Brad Goodall, College / Career Readiness Coordinator, Hancock County Schools

Jeni Goodall, 8th Grade Teacher, Hancock County MS

Rick Lasley, Principal, Hancock County HS

Target Audiences: Middle School, High School

There are various means to prepare students for College / Career. This session will focus on policy and procedures to improve College / Career Readiness. Topics will include working with elementary, middle, high schools, area technology centers, and KCTCS. Assessments for discussion include EXPLORE, PLAN, ACT, WorkKeys, COMPASS, Industry Certification, and ASVAB. Discussions will include concurrent enrollment, the ILP, Win Learning, and making the senior year count. Participants will receive information about the above topics and research into best practices in College / Career Readiness. *Impact data to be shared:* State supplied reports on EXPLORE, PLAN, ACT, WorkKeys, and COMPASS, and Industry Certification, and ASVAB.

An Integrated Approach to College Readiness

Sy Bridenbaugh, Assistant Director for Curriculum and Instruction, Academic Enhancement, University of Kentucky

James Breslin, Associate Director, Academic Enhancement, University of Kentucky

Addressing college readiness through innovative practices is a national focus that impacts multiple levels of American education. In response to the administrative regulation issued by the Kentucky Council on Postsecondary Education (CPE) in 2009, the University of Kentucky has developed an integrated approach to college readiness. Academic Enhancement has lead a collaborative effort that embraces the challenge issued by CPE as an opportunity to better support students transitioning to higher education. Careful collaboration across divisions led to the design and implementation of the Academic Preparation Program (APP). The APP is tailored to individual needs and provides a combination of challenges and support while fostering student growth. The session will provide an overview of the entire process: design, implementation, assessment, and improvement. Specific objectives must be set and discussed in an attempt to enhance student success and college readiness during the first-year experience. It is important to focus on breaking the stigma of “deficiency” by paying close attention to the semantics in regards to academic support. Our institution elects to place student success at the center of our efforts and thereby exceeds the minimum standards of the mandate as a matter of course. *Impact data to be shared:* Academic Enhancement has a robust, cyclical assessment plan that is utilized to evaluate time to readiness according to each program offered. It includes data regarding placement testing, dramatic improvement in time to readiness with the implementation of the APP, and student performance in regular, credit-bearing courses once they have completed the APP. These data points are sustainably higher than typical national data regarding college readiness.

Re-visioning Students as “Workers”

Dana Malone, Assessment Coordinator, Academic Enhancement, University of Kentucky

James Breslin, Associate Director, Academic Enhancement, University of Kentucky

As educators, we work hard to provide to a quality education to the students we serve. However, without meaning to, we may be missing out on substantial opportunities for student learning, growth, and skills development. This was the case for our department, Academic Enhancement, at the University

of Kentucky until budget constraints and a growing need for our services forced us to rethink how we develop our greatest asset – our students. Through this presentation, we will demonstrate the ways in which our department has met growing demands while also enhancing the services we offer by providing students with opportunities to lead their peers, develop transferrable skills, and gain impressive professional experiences that will propel them towards their post-graduation goals. The result has been a win-win situation for everyone involved including our department, the students we employ and the students we serve. *Impact data to be shared:* The departmental structure paying particular attention to the various ways we have included students in key leadership roles, the way we have crafted different positions to provide students with meaningful work experience in their fields of study while also filling a need within the department, and the myriad of training sessions and professional development we provide for students. We will review the results from our staff alumni survey that we send out to past student staff, including data on students' post-graduation pursuits, the degree to which they thought their work experience in our department prepared them for their next steps, and how many of them included this work experience on their resume and discussed it in interviews.

Supporting First Generation Students: Recruitment to Retention

Matthew Deffendall, Director of First Generation Initiatives, University of Kentucky

Anna Taul, Assistant Director of Admissions, University of Kentucky

Research confirms that first generation students face unique challenges as they apply, transition and succeed in college. In response, the University of Kentucky created an office of First Generation Initiatives in 2011 to address the holistic development of first generation students before, during and after their college experience. Join us for a lively discussion about preparing, recruiting and retaining first generation students and the current experiences and emerging best practices at the University of Kentucky. *Impact data to be shared:* Learn about the national and local profile of first generation students, retention success at UK, and results of students satisfaction surveys. In an era of data driven decision making, learn what how you can utilize results to change the culture of first generation student success on your campus.

Career/College Readiness for All

Jennifer Warford, Conner MS

Tim Mundt, 8th Grade Social Studies, Conner MS

Julie Hansel, 7th Grade Science, Conner MS

Kirby Harshbarger, 8th Grade Math, Conner MS

Beth Bish, 7th Grade Language Arts, Conner MS

According to the Educational Policy Improvement Center, of 100 middle school students, 93 say they want to go to college. Of those 93 students, only 70 will graduate from high school. Of the high school graduates, just 44 will enroll in a college or university. And just 26 of those enrolled in college will

successfully earn a college degree. Most often, the blockers to students successfully completing a college degree include a lack of preparation for college-level academic work. This compels students to enroll in remedial coursework. As a result, we have customized a course that reaches all students, whether they need enrichment, intervention, or somewhere in between. Through the examination of multiple data points, courses have been designed using the career/college readiness standards to promote growth for every student. This presentation is designed to highlight our program as well as to discuss the barriers we overcame to make this vision come to fruition. *Impact data to be shared:* Star Enterprise reading and math, EXPLORE data, K-Prep.

Catching Up to College and Career Readiness – The Importance of an Early Start

Chrys Dougherty, ACT/ NCEA

This presentation will address research from Kentucky and other states on how many far-off-track students catch up in middle and high school, and will discuss what must happen in the early grades to keep students from getting far off track. The presentation will also discuss ACT's Core Practice Framework—based on research conducted in over 500 schools—which describes the district, school, and classroom roles in implementing effective practices.

ACT Scores and the College-Bound Student-Athlete

Heather McAtee, Assistant AD for Academics and Eligibility, University of Kentucky

Barbara Deniston, Director of Academic Services, University of Kentucky

The ACT is a critical test for a college bound student-athlete. The NCAA uses this score to determine the student's initial eligibility status. This status will determine whether or not the student may practice, compete or receive an athletic scholarship his or her first year. In addition, the ACT scores are helpful for those of us who work in the athletic advising area to determine who may need to be tested for a learning disability, who may need the first selector of tutors, who may need a mentor, etc. We would like to show the correlation of ACT scores vs. GPA after the first year of college for student-athletes over the last two years, as well as the services we provide for students with lower ACT scores. *Impact data to be shared:* ACT scores vs. GPA after the first year in college - Two years of data

Kentucky's NCRC Program – Results and Successes

Joe Paul, MPA, Kentucky NCRC Coordinator, Kentucky Office of Employment and Training

Target Audiences: High School, Postsecondary, Workforce

An overview of the Kentucky Workforce Investment Board's National Career Readiness Certificate (NCRC) and Certified Work Ready Community (CWRC) initiatives. The success of converting the Kentucky Employability Certificate to the NCRC and the state partnership of testing and the results of the

Kentucky CWRC will be explored through data generated over the past three years.

ACT Aspire: Digital. Longitudinal. Fully Connected Assessment System from Elementary Grades through High School

Joe Dell Brasel, Account Manager, ACT

Target Audiences: Elementary School, Middle School, High School, Postsecondary

ACT Aspire—launching in 2014—will continue ACT's historic mission of helping students stay on target to maximize their full potential. In this presentation you will learn more about the future of ACT's programs and what to expect as we go forward. See a preview at www.act.org/aspire

Updated by Kevin Beardmore, Kentucky ACT Council Secretary, 10-25-13